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AUTHOR Gaskill, Rex; Rausch, Emile-Marie Ripple
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ABSTRACT

A survey was conducted to examine the use of part-time forensic coaches. Ninety-nine four-year and 47 two-year colleges responded to the questionnaire. Of these, 45 four-year and 10 two-year programs indicated the use of part time coaches. A previous study had indicated that half of all part-time faculty were those who held full-time jobs in addition to their teaching positions. In contrast, the present survey indicated that a majority of part-time forensic coaches were graduate students. The previous study also cited intrinsic considerations (i.e., those having to do with personal renewal, sense of fulfillment) ahead of professional considerations (i.e., contribution to students, staying abreast of field) as the most often chosen motivational categories, whereas the present study ranked professional considerations first. Most part-time coaches indicated that they were reasonably satisfied with the support services available to them, but were not satisfied with their office space or fringe benefits. Only a few respondents indicated that the quality of their teaching was evaluated by students. (The complete survey results are appended.) (HTH)

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The Use of Part-Time Faculty In Forensics

by

Rex Gaskill
Normandale Community College
Bloomington, Minnesota

Emile-Marie Ripple Rausch
Meridian Junior College
Meridian, Mississippi

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CS 504 735

According to 1983 statistics, 142,170 faculty members at community colleges were part-timers.[1] This figure is almost 60% of the total faculty employed. Although this high percentage indicates that the use of part-time faculty is an important issue of the 1980's, it is interesting to note that the use of part-timers as forensic coaches seems to be statistically less, particularly in community colleges.

This may indicate that many administrations have a high regard for the activity, and therefore don't want to dilute its quality with part-time coaches or it may indicate a low regard for the activity, and therefore administrations want to get by without the extra expense of part-time coaches.

In an attempt to examine the use of part-time forensic coaches, questionnaires were distributed to 250 four-year colleges and 150 two-year colleges. Ninty-nine four-year and 47 two-year colleges responded. Of this number, 45 four-year programs and 10 two-year programs indicated the use of part-time coaches.

Before presenting the results of these questionnaires, two observations must be made:

(1) Many colleges did not respond to the questionnaire. (Maybe they were too busy, since they didn't have part-time help.)

(2) Without adequate response it is difficult to get an accurate picture of the use of part-timers in forensics.

Therefore, the following information is presented realizing that the statistics do not represent the total picture of the use of part-time forensic coaches.

In an article which appeared in Current Issues in Higher Education, Howard and Barbara Tuckman described part-timers as "individuals with a wide variety of reasons for choosing part-time rather than full-time employment."[2] They categorized part-time faculty as:

*Full-Mooners--persons who, in addition to their part-time job, held a full-time job of 35 or more hours per week for 18 or more weeks -- 27.6 percent of the sample.

*Students--persons employed in departments other than the one in which they are registered to receive a degree and who are called part-timers by the institutions that hire them--21.2 percent.

*Hopeful Full-Timers--persons whose primary reason for becoming part-time is that they could not find a full-time position--16.6 percent.

*Part-Mooners--persons holding two or more part-time jobs less than 35 hours per week for more than one week--13.6 percent.

*Homeworkers--persons whose primary reason for becoming part-time is to take care of a relative or child at home--6.4 percent.

*Semi-Retired--persons whose primary reason for becoming part-time is that they are semi-retired--2.8 percent.

*Part-Unknowners--persons whose reasons for becoming part-time do not fall into any of the above categories--11.8 percent.

Another study using the Tuckman categories but conducted by Exxon and the University of Virginia produced a different statistical breakdown with full-mooners representing 51.9% of the part-timers.[4]

In contrast our survey indicated that a majority of the part-time forensic coaches were graduate students. Very few, only six two-year college and eight four-year college coaches were full-mooners. Thirty-six of the four-year respondents and 2 of the two-year were graduate students. Eighteen from four-year and 6 from two-year hoped to get full-time jobs. Fourteen four-year and 2 two-year held two or more part-time jobs. These were no semi-retired respondents. Only 1 four-year and 2 two-year reported that they chose part-time because of home responsibilities.

The Exxon/Virginia study also classified part-time instructors based on four motivational categories, which are listed here in order of the most frequent response: Intrinsic (renewal, sense of fullfillment), Professional (your contribution to students, staying a breast of the field), Careerist (wish to work full-time but can't find it), and Economic (for extra income).[5] In our study professional was first and intrinsic second for both groups. Four-year people put economic third and careerist fourth while two-year folk reversed this order.

Besides classifying part-time faculty some research has been done on policies which surround the use of part-timers. One important issue seems to be the fairness of institutional policies and the amount of support services available to part-time faculty. Access to duplication, secretarial help, and learning resources is very important for quality instruction or coaching. Offices, adequate classroom facilities and parking privileges are important special needs for all faculty. Fringe benefits, such as insurance programs, help to compensate for low teacher salaries. Frequently these services and benefits are not equally available to part-timers. "Ranging from faculty parking privileges to group insurance programs, most institutions pride themselves on fringe benefits package."[6] In 1980 the American Associate of University Professors published the following statistics on institutions which do not provide fringe benefits to part-time faculty.

Percentage of institutions providing no coverage of this type to part-time faculty, 1978-79.

	ket.	Health	Life	ST/Sick	LT
Full-time					
Ph.D.	1	1	5	-	4
Master's	1	1	12	-	12
Bachelor's	3	4	12	-	17
Part-time/more than half-time					
Ph.D.	2	16	38	38	36
Master's	4	12	61	60	69
Bachelor's	2	15	73	67	77
Part-time/less than half-time					
Ph.D.	-	41	90	74	87
Master's	9	37	93	81	94
Bachelor's	6	46	94	83	95

Notes: ret-retirement; health-health insurance; life-life insurance; ST/Sick= short-term disability and sick pay plans; LT= long-term disability/income protection.

Source: Maryse Eymonene. The Availability of Fringe Benefits in Colleges and Universities (Washington D.C., American Association of University Professors, 1980), pp. 11-15.

Our survey results indicated that most part-time coaches are reasonably satisfied with the support services available to them, but were not satisfied with their office space or fringe benefits. Since many of the part-time coaches are graduate students, we realize that inequities will exist, but we also point out that more equitable treatment is needed for part-timers, who are not graduate students and concur with the American Association of University President's Committee A on Academic Freedom and Tenure which recommended that colleges and universities design policies on fringe benefits which reflect the varying kinds of commitments made by part-time members of the faculty.7

We also concur with Leslie, Kellams and Gunne who advocate using written agreements with individual faculty members which cover the issues of pay and benefits, security rights, lines of responsibility and authority, franchisement in governace and procedural rules for the resolution of disagreements.[8] This is particularly important for the part-time forensics coach who has no full-time job and therefore has not other access to fringe benefits such as insurance.

A second issues which affects part-timer teachers and coaches is the policy of faculty evaluation. Cottingham, Newman, and Sims report that "few institutions have a systematic method for evaluating part-time faculty."[9] And yet some studies indicate a significant difference in instructional practices of part-time and full-time faculty. Friedhandler (1979), comparing data from 3 nation-wide surveys conducted by the Center for the Study of Community Colleges found that part-timers had less teaching experience, required less reading for students, used media and out-of-class activities on a less frequent basis, and participated less often in professional development activities.[10] The results of these surveys indicate a need for faculty evaluation by students and the administration.

Although our survey did not attempt to survey the quality of part-time coaching, it did note that only 3 of the community college part-time coaches which returned questionnaires and only 19 of the four-year college part-time coaches which returned questionnaires were evaluated by students. We believe that quality coaching is just as important as quality classroom instruction and therefore we advocate the use of student evaluations to help determine if quality coaching is occuring. It should be noted that seven of the two-year college respondents and thirty-one of the four-year college respondents indicated that they were evaluated by some form of supervisor, such as the director of forensics, department chairperson or some other administrator.

A third important issue for part-time faculty is compensation. Our survey indicated that only two two-year colleges and two four-year college part-time coaches were paid a pro-rated fee for their work. Usually the argument used against paying pro-rated fees to part-timers is that they do not have to keep office hours, serve on institutional committees, or perform other non-teaching activities, such as committees or advising. The AAUP recommends that the part-timer faculty member whose contribution to the academic life is equal to that of a full-timer except for the proportion of time given to the position, and whose qualifications are comparable, receive pro-rated compensation.[11] We believe that this form of compensation should also be awarded to part-time forensic coaches who fulfill the above critieria. Interestingly a majority of two-year and 28% of the four-year respondents indicate they did participate in non-coaching activities.

The complete survey results are appended to this report. They indicate that part-time coaches coach in all events rather equally. On the two-year level they indicated most coaches with graduate degrees and experience. The higher number of four-year people with bachelors and less experience would be explained by the large number of graduate student respondents.

Endnotes

[1] Holly Jellison, ed. 1984 Community Technical and Jr. College Directory, Am. Assn. of Comm. and Jr. Colleges, 1984, p. 8.

[2] Howard P. Tuckman and Barbara H. Tuckman, "Who Are the Part-Timers and What Are Colleges Doing for Them," Current Issues in Higher Education, 1981, p. 4.

[3] Ibid.

[4] Suzanne D. Rouche, ed., "Part-Time Faculty: An Exxon/Virginia Study," Innovation Abstracts, Vol. VI, no. 2, 1984, p. 1.

[5] Ibid.

[6] Art Pollock and Robert L. Brouder, "The Eighties and Part-Time Faculty," Community College Review, Spring, 1982, p. 59.

[7] American Association of University Professor's Committee A on Academic Freedom and Tenure, "The Status of Part-Time Faculty," Academic, February-March, 1981, p. 38.

[8] David W. Leslie, Samuel E. Kellams, and G. Manny Gunne, Part-Time Faculty in American Higher Education, Proeger, 1983, p. 143.

[9] W. Thomas Cottingham, Mayrelee F. Newman, and David M. Sims, "Is There Practical Help for the Part-Time Faculty - Our New and Neglected Majority," Community College Reveiw, Summer, 1981, p. 14.

[10] Jack Friedlander, "Instructional Practice of Part-Timer and Full-Time Faculty," Community College Review, Winter, 1979, p. 65.

[11] AAUP, p. 37

TWO-YEAR

N = 10/14

Part-Time Forensics Coach

Survey

Please respond to the following survey and return it by Oct. 10 to :

Rex Gaskill
Department of Speech
Normandale Community College
9700 France Avenue South
Bloomington, MN 55431

Name _____ Highest Degree BA 2 MA 6 Pho 2

College _____ Years in Part-Time Coaching 4 yrs Avg

Address _____

_____

Phone _____

1. How would you classify yourself? (Check as many as are applicable)

Hold an additional full-time job? 6

Graduate Student? 2 If so, where? _____

Hoping to get a full-time position? 6

Hold two or more part-time jobs? 2 Semi-Retired 0

Only want to teach part-time because of home responsibilities? 2

2. What do you coach?

Debate	5	Persuasion	8
Informative	7	Prose	9
ADS	7	Poetry	9
Extemp	8	Duo or Duet Acting	8
Impromptu	8	Dramatic Interr	8
		Oral Interp	8

3. What are your motivations for coaching? Please rank with one being your strongest motivation.

2 ___2___ Intrinsic (renewal, sense of fullfillment)

1.375 ___1___ Professional (your contribution to students, staying abreast of the field)

3.222 ___3___ Careerist (wish to work full-time but can't find it)

3.444 ___4___ Economic (for the extra income)

4. How are you compensated? Flat fee 3, Per hour fee 3, pro-rated fee 2, No fee 1

5. Are you required to participate in non-coaching activities, such as advising, committees, etc. Yes 5 No 4

6. Are you evaluated? By students? Yes 3 No 6

By forensics coach, department chairperson, or an administrator?

Yes 7 No 2

7. Rate the following at your college for you as a coach.

		Excellent	Above Average	Average	Below Average	Poor
3	Office Space	5	4	X	2	1
2.5556	Fringe Benefits	5	4	X	2	1
4.5556	Co-ordination with other coaches	X	4	3	2	1
4.8889	Communication with other coaches	X	4	3	2	1
3.7778	Support Services	5	X	3	2	1
3.6667	Hiring & Firing Policies	5	X	3	2	1
4.7778	Freedom in Coaching	X	4	3	2	1

FOUR YEAR

N = 50/77

Part-Time Forensics Coach

Survey

Please respond to the following survey and return it by Oct. 10 to :

Rex Gaskill
Department of Speech
Normandale Community College
9700 France Avenue South
Bloomington, MN 55431

Name _____ Highest Degree BA - 38, MA - 11, Ph.D. - 1

College _____ Years in Part-Time Coaching 2.062 av.

Address _____

_____

Phone _____

1 How would you classify yourself?

Hold an additional full-time job? 8

Graduate Student? 36 If so, where? _____

Hoping to get a full-time coaching job? 18

Hold two or more part-time jobs? 14 Semi-Retired 0

Only want to teach part-time because of home responsibilities? 1

2. What do you coach?

Debate 31 Persuasion 32

Informative 30 Prose 31

ADS 22 Poetry 31

Extemp 29 Duo or Duet Acting 32

Impromptu 29 Dramatic Interp 31

Oral Interp 29

3. What are your motivations for coaching? Please rank with one being your strongest motivation.

1.86364 2 Intrinsic (renewal, sense of fullfillment)

1.51111 1 Professional (your contribution to students, staying abreast of the field)

3.39024 4 Careerist (wish to work full-time but can't find it)

3.14286 3 Economic (for the extra income)

4. How are you compensated? Flat fee 38, Per hour fee 2, pro-rated fee 2
No fee 5

5. Are you required to participate in non-teaching activities, such as advising, committees, etc. Yes 13 No 34

6. Are you evaluated? By students? Yes 19 No 29

By forensics coach, department chairperson, or an administrator?

Yes 31 No 16

7. Rate the following at your college for you as an instructor.

		Excellent	Above Average	Average	Below Average	Poor
2.95556	Office Space	5	4	X	2	1
2.15216	Fringe Benefits	5	4	3	X	1
4.36957	Co-ordination with other coaches	5	X	3	2	1
4.04348	Communication with other coaches	5	X	3	2	1
3.21739	Support Services	5	4	X	2	1
2.97778	Hiring & Firing Policies	5	4	X	2	1
4.3913	Freedom in Coaching	5	X	3	2	1